

**TITLE 511 INDIANA STATE BOARD OF  
EDUCATION**

LSA Document #01-163

(Adopted by the State Board of Education October 4, 2001; subject to review and approval of the Attorney General and Governor)

**DIGEST**

Adds 511 IAC 6.2-6 to establish criteria and procedures for assessing school improvement, establishing categories or designations of school improvement, and placing schools in categories or designations of school improvement as required by IC 20-10.2-5. Effective 30 days after filing with the secretary of state.

**511 IAC 6.2-6**

SECTION 1. 511 IAC 6.2, AS ADDED AT 24 IR 3647, SECTION 1, IS AMENDED BY ADDING A NEW RULE TO READ AS FOLLOWS:

**Rule 6. Assessing School Improvement and Performance**

**511 IAC 6.2-6-1 Relationship to academic standards**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-20.5-3; IC 20-1-1-6; IC 20-5-5; IC 20-5-62-6; IC 20-10.1-16; IC 20-10.1-17; IC 20-10.2-5

Sec. 1. New more rigorous, clear and concise academic standards were adopted in 2000 in mathematics and language arts. These standards will first be tested in 2002 for grades 3, 6, and 8 and in 2004 for grade 10. The scores to pass these tests will be set at the levels necessary for students to demonstrate solid academic performance on the standards. These scores will not be set or skewed for the reason to cause more or fewer students to pass or more or fewer schools to rise or fall in category placements. The education roundtable may recommend and the board may set additional higher levels of proficiency to encourage increased achievement for advanced students. (*Indiana State Board of Education; 511 IAC 6.2-6-1*)

**511 IAC 6.2-6-2 Primary indicators of improvement and performance; required administration of mandatory annual assessments**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-20.5-3; IC 20-1-1-6; IC 20-5-5; IC 20-5-62-6; IC 20-10.1-16; IC 20-10.1-17; IC 20-10.2-5

Sec. 2. (a) The primary indicators of school improvement and performance, as recommended by the education roundtable created by IC 20-1-20.5-3 and approved by the board, are the following:

- (1) ISTEP English/language arts and mathematics tests at grades 3, 6, 8, and 10.
- (2) English/language arts and mathematics tests at grades 4, 5, 7, and 9.
- (3) ISTEP science tests and social studies tests, when implemented, at grades 5, 7, and 9.
- (4) Science and social studies tests at grades 4, 6, and 8.
- (5) Core 40 end-of-course exams.

(b) The tests in subsection (a) collectively are referred to as mandatory annual assessments.

(c) Mandatory annual assessments shall be administered by the following schools:

- (1) Public schools.
- (2) Accredited nonpublic schools.
- (3) Freeway schools under IC 20-5-62 unless a freeway school contract provides for a locally adopted assessment as permitted by IC 20-5-62-6(7).
- (4) Charter schools under IC 20-5.5.

(d) If the board determines that adequate resources are not available to support administration of all mandatory annual

assessments, the schools in subsection (c) are required to administer only the following:

- (1) ISTEP English/language arts and mathematics tests at grades 3, 6, 8, and 10.
- (2) ISTEP science tests and social studies tests, when implemented, at grades 5, 7, and 9.

*(Indiana State Board of Education; 511 IAC 6.2-6-2)*

**511 IAC 6.2-6-3 Requirements for mandatory annual assessments; state provided tests; approval of locally adopted tests at certain grade levels**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.1-16-5; IC 20-10.1-17; IC 20-10.2-5

Sec. 3. (a) The mandatory annual assessments in section 2 of this rule must meet all of the following criteria:

- (1) Be aligned with the Indiana academic standards.
- (2) Test basic skills and applied skills as required by IC 20-10.1-16-5(b).
- (3) Be graded on a common vertical scale.
- (4) Meet security requirements listed in the ISTEP program manual.
- (5) Provide, as appropriate, a method of testing and grading that will allow comparison with national and international academic standards, as required by IC 20-10.1-16-5(b)(3).

(b) The board and department shall develop and provide mandatory annual assessments.

(c) The schools in section 2(c) of this rule shall administer the following without substitution:

- (1) ISTEP English/language arts and mathematics tests at grades 3, 6, 8, and 10.
- (2) ISTEP science tests and social studies tests, when implemented, at grades 5, 7, and 9.

(d) The schools in section 2(c) of this rule may, with the approval of the board, substitute locally adopted tests for the following:

- (1) English/language arts and mathematics tests at grades 4, 5, 7, and 9.
- (2) Science and social studies tests at grades 4, 6, and 8.

(e) The board may approve a locally adopted test only if the test:

- (1) meets the criteria in subsection (a);
- (2) has been reviewed for alignment with Indiana academic standards and recommended for approval, as being in alignment with the standards, by an entity experienced in determining alignment of tests with academic standards; and
- (3) has been reviewed for alignment with psychometric properties of ISTEP and recommended for approval, as being in alignment with those psychometric properties, by an independent panel of individuals appointed by the department and experienced in examining psychometric properties of tests.

(f) Information to substantiate that the test meets the requirements of subsection (e) may be provided by the school or by the publisher of the test. *(Indiana State Board of Education; 511 IAC 6.2-6-3)*

**511 IAC 6.2-6-4 School improvement and performance categories; placement of school in categories; measures used; nonmobile cohort group of students**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.2-5

Sec. 4. (a) The base year for improvement and performance determinations for elementary and middle schools will be the 2003-2004 school year. The base year for high schools will be the 2004-2005 school year.

(b) Beginning in the 2005-2006 school year, the board annually shall place a school in a school improvement and performance category based on results of mandatory annual assessments. English/language arts and mathematics test results will be used initially. Science and social studies test results will be added when those tests are implemented.

(b) School performance is based on the percentage of all students who pass mandatory annual assessments in

English/language arts and mathematics calculated as an average rate across subject areas and grade levels. Science and social studies test results will be added when those tests are implemented.

(c) School improvement is based on increases in achievement of a nonmobile cohort group of students as they progress through school. Increases in achievement will be measured by percentage point increases in students who pass mandatory annual assessments in English/language arts and mathematics calculated as an average rate across subject areas and grade levels.

(d) The nonmobile cohort group of students referred to in subsection (a) includes students enrolled in the school for at least seventy percent (70%) of the school year preceding testing.

(e) After the initial determinations of school improvement, the level of school improvement shall be determined by the average of the yearly improvement for the three-year period that includes the current year and the two (2) previous years (three-year rolling average).

(f) The initial determination of school improvement for a high school will be based on a comparison of the base year to the next year. The second determination shall be based on a two (2) year average.

(g) The initial determination of school improvement for an elementary school or a middle school will be based on a two (2) year average. (*Indiana State Board of Education; 511 IAC 6.2-6-4*)

#### 511 IAC 6.2-6-5 Categories of school improvement and performance

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.2-5

Sec. 5. (a) The following categories of school improvement and performance are established effective with the 2005-2006 school year:

	Improvement				
Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)
<b>\$90%</b>	Exemplary School				
<b>\$80%</b>	<b>\$1%</b>	Commendable School			
<b>\$70%</b>	<b>\$3%</b>	<b>\$2%</b>	<b>\$1%</b>	<1%	
<b>\$60%</b>	<b>\$4%</b>	<b>\$3%</b>	<b>\$2%</b>	<2%	
<b>\$50%</b>	<b>\$5%</b>	<b>\$4%</b>	<b>\$3%</b>	<3%	<0%
<b>\$40%</b>	<b>\$6%</b>	<b>\$5%</b>	<b>\$4%</b>	<4%	<1%
<40%		<b>\$6%</b>	<b>\$5%</b>	<b>\$3%</b>	<3%

(b) The following categories of school improvement and performance are established effective with the 2009-2010 school year:

	Improvement
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Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)
<b>\$90%</b>	<b>Exemplary School</b>				
<b>\$80%</b>	<b>\$1%</b>	<b>Commendable School</b>			
<b>\$70%</b>	<b>\$3%</b>	<b>\$2%</b>	<b>\$1%</b>	<1%	
<b>\$60%</b>	<b>\$4%</b>	<b>\$3%</b>	<b>\$2%</b>	<2%	<0%
<b>\$50%</b>	<b>\$5%</b>	<b>\$4%</b>	<b>\$3%</b>	<3%	<1%
<50%		<b>\$5%</b>	<b>\$4%</b>	<b>\$3%</b>	<3%

(c) The categories in subsection (b) shall be phased in over the four (4) years from the 2005-2006 school year to the 2009-2010 school year.

(d) A school will not be placed in a lower category based on lack of continuous improvement, until two (2) years of the three-year rolling average is in effect.

(e) By May 15, 2003, the education roundtable and the state board will review results from ISTEP tests for the 2002-2003 school year, the first administration of assessments aligned to the new, more rigorous standards described in 511 IAC 6.2-6-1. Using the available data, the roundtable may recommend and the state board may may adjust:

- (1) the school improvement and performance categories in subsection (a) and subsection (b); and
- (2) the phase-in period in subsection (c).

*(Indiana State Board of Education; 511 IAC 6.2-6-5)*

#### **511 IAC 6.2-6-6 Additional requirements for category placement**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.2-5

**Sec. 6. Notwithstanding the provisions of sections 4 and 5 of this rule, the following provisions apply to category placement for high schools:**

**(1) Before high schools are placed into categories the roundtable will recommend and the state board will establish criteria for the exemplary and commendable categories for required improvement in:**

- (A) advanced placement (AP) test scores;**
- (B) results of Core 40 end-of-course exams; and**
- (C) graduates who earn the academic honors diploma and Core 40 diploma;**

**expressed as a percentage of the members of a particular graduating class.**

**(2) High schools in all categories will be required to meet a minimum graduation rate that may vary by category. Criteria for the third (middle) category may be established as an incentive for a school to move up one or two categories.**

*(Indiana State Board of Education; 511 IAC 6.2-6-6)*

#### **511 IAC 6.2-6-7 Support to schools**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.2-5; IC 20-10.2-6

**Sec. 7. The board and department will provide attention and support to schools as follows:**

**(1) Data from the 2002 test administration will be used to identify and provide assistance to schools in the lowest categories and students not meeting standards in other schools.**

**(2) Schools in the academic probation (high priority) category will receive assistance as permitted and required by IC 20-10.2-6.**

*(Indiana State Board of Education; 511 IAC 6.2-6-7)*

**511 IAC 6.2-6-8 Disaggregated data and category placement**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.2-5

**Sec. 8.** After disaggregated data become available, it is the intent of the board to base category placement on improvement and performance of defined groups of students. *(Indiana State Board of Education; 511 IAC 6.2-6-8)*

**511 IAC 6.2-6-9 Study of effects of mobility**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.2-5

**Sec. 9.** After data on the effects of interdistrict and intradistrict student mobility become available, it is the intent of the board to review and, if necessary, adjust the definition of nonmobile students in section 3(c) of this rule. *(Indiana State Board of Education; 511 IAC 6.2-6-9)*

**511 IAC 6.2-6-10 Comprehensive assessment system; incentives for participation**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.1-16-15; IC 20-10.1.17; IC 20-10.2-4

**Sec. 10. (a)** The comprehensive assessment system includes the following:

- (1) Mandatory annual assessments as described in section 1 of this rule.
- (2) Core 40 end of course tests established pursuant to IC 20-10.1-16-15(b).
- (3) Early assessments in kindergarten through grade 2, established pursuant to IC 20-10.1-16-15(c).

**(b)** The board and department will develop and make available to schools the assessments and tests described in subsection (a)(2) and (a)(3).

**(c)** Schools that participate in the comprehensive assessment system:

- (1) are eligible for educational achievement grants, including awards under IC 20-10.2-4 and P.L.291-2001, SECTION 4; and
- (2) will receive a proportionally greater share of remediation funds, including grants under IC 20-10.1-17 and P.L.291-2001, SECTION 4.

*(Indiana State Board of Education; 511 IAC 6.2-6-10)*

**511 IAC 6.2-6-11 Reporting other data**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.2-5

**Sec. 11.** The school performance report card requires public reporting of specified data by grade and subject. The school report card also will include the academic performance label and detail the percentage of students meeting academic standards, percentage of improvement and percentage of students receiving free lunches. *(Indiana State Board of Education; 511 IAC 6.2-6-11)*

**511 IAC 6.2-6-12 Appeal of category placement**

Authority: IC 20-10.2-7-1

Affected: IC 20-1-1-6; IC 20-10.2-5

**Sec. 12.** The State Board of Education shall develop criteria for a school to appeal its category placement based on objective factors the school considers relevant because the annual assessment data does not provide an accurate picture of school improvement and performance, including significant demographic changes in the student population, errors in data, or other significant issues. *(Indiana State Board of Education; 511 IAC 6.2-6-12)*